

Hitherfield Primary School & Children's Centre

Equality Objectives January 2025

The Equality Act 2010 replaced all existing equality legislation. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups. The protected groups are: age, gender reassignment, disability, race, religion or belief, sex, sexual orientation and pregnancy /maternity.

The general duty is set out in Section 149 of the Equality Act 2010. **In summary all public bodies and schools must have due regard to the need to:**

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Schools have a legal requirement to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty. In setting our objectives the school will:

- Set objectives that are appropriate to our size and circumstances.
- Set objectives that address the most pressing issues facing the protected groups, that fit the school's needs and are achievable in an appropriate timescale.
- Align the objectives with the normal planning of the school, including self-evaluation and the school development plan.

The objectives will be published on the school's website.

Evaluation and Moderation of the Equality Objectives

The Learning and Personal Development Committee of the Governing Body will evaluate and moderate progress towards the objectives. The committee will present its evaluation to the full Governing Body. The LAPD Committee will ensure the school's objectives are published every four years.

Equality Objectives 2025 – 2028

Objective	Targets (measurable)	Actions	Timescale	Evaluation (end of cycle)
<p>1. To narrow the gap between key groups and the national averages for non- key groups.</p>	<p>Improve the outcomes of pupils entitled to the Pupil Premium (PP), ensuring percentages of PP pupils attaining the expected standard and at Greater Depth are in line with national non- PP averages.</p> <p>To ensure there is no significant difference in outcomes for boys and girls.</p> <p>To ensure there is no significant difference in outcomes for different ethnic groups.</p> <p>To ensure pupils with SEND are making at least expected progress from their starting points.</p>	<p>Ensure the spending of the PP Premium is effectively used and the PP Strategy is up to date. Track the progress of every PP child and support where and when necessary.</p> <p>Monitor outcomes and take proactive action with regards to support and curriculum.</p> <p>As above</p> <p>Implement recommendations from the SEND review in November 2024, including using Provision Map.</p>	<p>Ongoing (different for each cohort)</p>	<p>Pupil outcome in each year group and external assessments - Year 1 phonics, Year 6 SATs</p> <p>SEND pupils making at least expected progress and many Exp+. Parents are clear about the support being offered to their children.</p>
<p>2. To ensure the school continues to be inclusive and continually reviews its practice</p>	<p>Continue to imbed inclusivity across the school:</p> <ul style="list-style-type: none"> To review the PHSE curriculum to look at opportunities to learn about and celebrate inclusion (with a focus on learning differences). To add to the schools SEND provision through the new calm space 	<p>Do a parent survey to gather feedback on what parent experience and perception is on inclusivity</p> <p>Review the Hitherfield PHSE curriculum to include opportunities to learn about and celebrate inclusion (with a focus on learning differences).</p> <p>Successful build and fit out a new building to be used as a calm</p>	<p>September 2025</p>	<p>PHSE Curriculum includes opportunities to look at opportunities to learn about and celebrate learning differences.</p> <p>New calm space/building is in operation and being used to support children's wellbeing.</p>

	<ul style="list-style-type: none"> Continue to develop staff understanding of inclusivity and to update the curriculum as necessary. Ensure the school is a welcoming and supportive place for asylum seeking and displaced families. 	<p>space. New building located next to the pond.</p> <p>Funding to fit out the building needs to be identified.</p> <p>Develop welcome pack think about parents evenings opportunities to engage</p> <p>Successfully apply for the Schools Of Sanctuary award, which recognises all the support the school offers families</p>	<p>Ongoing.</p> <p>September 2025</p>	<p>Ongoing work through the Inclusion and Anti-racist Working group.</p> <p>Successfully attain Lambeth's quality mark for inclusion.</p> <p>The school is awarded the Schools of Sanctuary award.</p>
3. To increase the diversity of staff at all levels and the Governing Body	Staff at all levels and the Governing Body increasingly reflect the school community.	<p>Ensure current staff are supported to further their careers, especially staff from ethnic minorities.</p> <p>Ensure the school is attractive to potential staff and governors from ethnic minority groups.</p>	<p>Ongoing</p> <p>Ongoing</p>	The percentage of staff and governors from ethnic minority groups continues to increase at all levels.